Grantee Information

ID	1297
Grantee Name	KUSC-FM
City	Los Angeles
State	CA
Licensee Type	University

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ▾

Please enter the number of FULL-TIME RADIO employees in the grids below.
The first grid includes all female employees, the second grid includes all male employees,
and the last grid includes all persons with disabilities.

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ▾

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	1				1		2
Managers - 2000					3		3
Professionals - 3000		2		1	6	1	10
Technicians - 4000				0			0
Sales Workers - 4500				1			1
Office and Clerical - 5100	1			1	2		4
Craftspersons (Skilled) - 5200							0
Operatives (Semi-Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	2	2	0	3	12	1	20

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ▾

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000				1	3		4
Managers - 2000					3		3
Professionals - 3000		3		2	10		15
Technicians - 4000				2	3		5
Sales Workers - 4500					1		1
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0

Operatives (Semi-Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	3	0	5	20	0	28

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ▼

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	0

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ▼

Please enter the gender and ethnicity of each
person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers   Jump to question: 1.2 ▼

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making
major programming decisions. Include the station general manager if appropriate. Major programming decisions include
decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should
result in a double-counting of some full-time employees; employees having the responsibility for making major
programming decisions should be included in the counts for this item and again,
by job category above, in the full-time employee Question 1.1.

1.2 Major Programming Decision Makers   Jump to question: 1.2 ▼

Of the full-time employees reported in Question 1.1, how many, including the station general manager,
have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers   Jump to question: 1.2 ▼

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers					1		1
Male Major Programming Decision Makers					1		1
Total	0	0	0	0	2	0	2

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ▼

Please enter the number of PART-TIME employees in the grids below. The first grid
includes all female employees, the second grid includes all male employees,
and the last grid includes all persons with disabilities.

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ▼

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000					0		0
Sales Workers - 4500					0		0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	0	0	0

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ⌄

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000					1		1
Sales Workers - 4500							0
Office and Clerical - 5100				0			0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	1	0	1

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ⌄

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-skilled) - 5300	
Laborers (Unskilled) - 5400	

Service Workers - 5500	
Total	0

1.4 Part-Time Employment   Jump to question: 1.4 ▾

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

1.4 Part-Time Employment   Jump to question: 1.4 ▾

Number working less than 15 hours per week	

1.4 Part-Time Employment   Jump to question: 1.4 ▾

Number working 15 or more hours per week	1

1.5 Full-Time Hiring   Jump to question: 1.5 ▾

Enter the number of full-time employees in each category hired during the fiscal year.
(Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

1.5 Full-Time Hiring   Jump to question: 1.5 ▾

No full-time employees were hired (check here if applicable)   ☐

1.5 Full-Time Hiring   Jump to question: 1.5 ▾

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000	2	2	4		8
Technicians - 4000				1	1
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	2	2	4	1	9

1.6 Full-Time and Part-Time Job Openings   Jump to question: 1.6 ▾

Enter the total number of full-time and part-time openings that occurred during the fiscal year. Include both vacancies in previously filled positions and newly created positions. Include all positions that became available during the fiscal year, regardless of whether they were filled during the year. If a job opening was filled during the year, include it regardless of whether it was filled by an internal or an external candidate. Do not include as job openings any positions created through the promotion of an employee who stays in essentially the same job but has a different title (i.e. where there was no vacancy or newly created position to be filled). If no full-time or part-time job openings occured, please enter zero.

1.6 Full-Time and Part-Time Job Openings   Jump to question: 1.6 ▾

Number of full-time and part-time job openings	9

1.7 Hiring Contractors   Jump to question: 1.7 ▾

During the fiscal year, did you hire independent contractors to provide any of the following services?

1.7 Hiring Contractors   Jump to question: 1.7 ▾

	Check all that apply
Underwritting solicitation related activities	☐
Direct Mail	☐
Telemarketing	☐
Other development activities	☐
Legal services	☐
Human Resource services	☐

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Ex-Officio (Automatic membership because of another office held)

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Appointed by government legislative body (including school board) or other government official (e.g. governor)

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Elected by community/membership

0

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Elected by board of directors itself (self-perpetuating body)

55

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▾

Total number of board members (Automatic total of the above)

55

3.2 Governing Board Members

Jump to question: 3.2 ▾

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

3.2 Governing Board Members

Jump to question: 3.2 ▾

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

3.2 Governing Board Members

Jump to question: 3.2 ▾

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members		1		1	11		13
Male Board Members		2	0	5	20		27
Total	0	3	0	6	31	0	40

3.2 Governing Board Members

Jump to question: 3.2 ▾

Number of Vacant Positions

15

3.2 Governing Board Members

Jump to question: 3.2 ▾

Total Number of Board Members (Total should equal the total reported in Question 3.1.)

55

3.2 Governing Board Members

Jump to question: 3.2 ▾

Number of Board Members with disabilities

0

Comments

Question	Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: 4.1 ▾

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question: 4.1 ▾

	Yes/No
Produce public service announcemnts?	No
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	No
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Produce/distribute informational materials based on local or national programming?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	No
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Provide locally created content for your own or another community-based computer network/web site?	No
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	No
Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Partner with other community agencies or organizations (e.g., local commerical TV station, Red Cross, Urban League, school district)?	No
Did the partnership have a specific, formal component designed to be of special service to the educational community?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No

Comments

Question	Comment

No Comments for this section

5.1 Radio Programming and Production   Jump to question: 5.1 ⌄

Instructions and Definitions:

5.1 Radio Programming and Production   Jump to question: 5.1 ⌄

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and Production   Jump to question: 5.1 ⌄

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	165	8,423	8,588
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	1	41	42
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	0	0	0
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	0	0	0
All Other (incl. sports and religious — Do NOT include fundraising)	0	0	0
Total	166	8,464	8,630

5.1 Radio Programming and Production   Jump to question: [5.1 ▾]

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

5.1 Radio Programming and Production   Jump to question: [5.1 ▾]

Approx Number of Original Program Hours   [3]

Comments

Question	Comment
No Comments for this section	

6.1 Telling Public Radio's Story   Jump to question: [6.1 ▾]

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occured in Fiscal Year 2021. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. This section had previously been optional. Response to this section of the SAS is now mandatory.

Joint licensee Grantees that have filed a 2021 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ▾]

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

Our overall goal is to nurture a love of classical music, inspiring people to make it an enduring part of their lives. We curate beautiful music, create compelling experiences and welcome all on the journey. Through this, we aim to have a positive impact on individuals and on communities. We engage with our communities through our on-air broadcasts, via digital platforms such as live and curated streams, website, apps, blogs, podcasts, Facebook, Twitter, live broadcasts, and through community events. In FY 21, we continued to deal with the challenges posed by COVID-19. Our listeners gave us continual feedback about how important classical music has been in their lives over the last year.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ▾]

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

Despite the challenges posed by remote work, KUSC and KDFC continued to collaborate with community partners in FY21. This was largely achieved through ensuring that local performing arts organizations continued to be heard despite dark concert halls. The daily program "Play On' and accompanying blog were focused on shining the spotlight on Los Angeles and San Francisco orchestras, ensembles and individual artists such as LA Phil, Pacific Symphony, LA Opera, the LA Chamber Orchestra, the San Francisco Opera, San Francisco Symphony, the Philharmonia Baroque Orchestra, San Francisco Symphony Youth Orchestra and the Berkeley Community Chorus. In addition, KUSC and KDFC aired several concerts, including presenting a live broadcast of the first classical concert presented in the Hollywood Bowl since the pandemic began. In FY 21, USC Radio Group partnered with artist Lara Downes and National Public Radio to produce "Amplify", a bi-weekly series of intimate and deeply personal video conversations with visionary Black artists and cultural leaders who are shaping the creative present and future. The USC Radio Group is an advocate for the value of classical music in the community through our participation in national organizations. In FY 21, USC Radio Group's president was a member of the advisory group for the noncomMusic Alliance. USC Radio Group's vice president is on the board of directors of the PRPD.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ▾]

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

Our ability to engage in in-person collaborations was thwarted by the pandemic in FY21. We were able to engage with our listeners in our communities through digital connections. In FY21, we launched a new curated stream, The Classical California Ultimate Playlist. To determine the music choices for the stream, we engaged our listeners to make recommendations. More than 12,000 responses were received. This playlist is truly a reflection of community opinion. Our efforts to engage our community are intended to deepen our impact and broaden the accessibility of classical music for all in the community. We routinely receive audience feedback, commending the work of KUSC and KDFC and the positive impact our services are having on people in the community. During COVID, it is clear that classical music matters more than ever for our community, as a place where people can find respite from the worries and stress of the day and experience the beauty of the music. We also received feedback from performing arts organizations expressing appreciation for our efforts to keep their music heard despite their inability to present live in-person concerts.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ▾]

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

A key priority for USC Radio Group is to ensure that diversity, equity and inclusion are basic values in the work we do on the air and in the community. In FY 21, the music playlist was further diversified to include more BIPOC composers and performers as well as to increase the presence of women composers and performers. In addition, USC Radio Group partnered with National Public Radio and Lara Downes on the "Amplify" project, with a goal of ensuring the voices of Black musicians were included in discussions of music and society. Finding talented classical hosts is a challenge for most music stations. In FY21, USC Radio Group secured resources to launch a talent development program aimed at recruiting and developing a diverse group of hosts for the future.

6.1 Telling Public Radio's Story   Jump to question: 6.1 ⌄

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

CPB funding is an essential resource for KUSC and KDFC. We are committed to nurturing a love of classical music for all and CPB funding enables us to invest in new services to connect new audiences to the power of classical music. In FY21, USC Radio Group was able to use CPB funding to produce "Amplify" with National Public Radio and Lara Downes. The series presented compelling storytelling from Black American artists about their musical journeys. Along with the challenge of COVID-19, we are often faced with challenges to keep our core signals on air with wildfires and mudslides in both Southern and Northern California. CPB funding helps keep our services operational for our listeners. Our CPB funding also allows us to support the creative people needed to provide high quality content for audiences via the radio, streams, website, apps. These funds have enabled us to expand our content offerings on digital platforms. We also use CPB funding to enable us to help produce and distribute KUSC programming nationally and to enrich our programming with national acquisitions.

Comments

Question	Comment

No Comments for this section

7.1 Journalists   Jump to question: 7.1 ⌄

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

7.1 Journalists   Jump to question: 7.1 ⌄

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
News Director												
Assistant News Director												
Managing Editor												
Senior Editor												
Editor												
Executive Producer												
Senior Producer												
Producer												
Associate Producer												
Reporter/Producer												
Host/Reporter												
Reporter												
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
Total	0	0	0	0	0	0	0	0	0	0	0	0

Comments

Question	Comment

No Comments for this section